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## University of Northern Iowa Faculty Senate Meeting Agenda, December 8, 2008

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE  
Agenda for Meeting of December 8, 2008  
3:15 P.M. Seminar Room, Towers Center

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the November 10, 2008 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Interim Provost Lubker
3. Comments from Faculty Chair, Jesse Swan
4. Comments from Chair Wurtz

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

976/881 Committee on Committees 2008 - 2009 Report

NEW BUSINESS

Elect representative to UNI Facilities Planning Advisory Committee

Committee on Scholarly/Creative Activity & Service Report on Service at the University of Northern Iowa - Part II Docketed Item #879 (*to be endorsed as along with Item #879*)

ONGOING BUSINESS

CONSIDERATION OF DOCKETED ITEMS

879 Report and Recommendations on Research/Scholarly Activities

880 Diversity of Faculty/Staff and Students at UNI

OTHER DISCUSSION

ADJOURNMENT

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 976

Docket Number \_\_\_\_\_

Title: Committee on Committees 2008 - 2009 Report

\_\_\_\_\_  
\_\_\_\_\_

Standard Motions

- \_\_\_\_1. Place at head of docket, out of regular order.
- \_\_\_\_2. Docket in regular order.
- \_\_\_\_3. Docket because of special circumstances for \_\_\_\_\_  
And notify sender(s).
- \_\_\_\_4. Refer to (standing committee) \_\_\_\_\_
- \_\_\_\_5. Refer to (administrative officer) \_\_\_\_\_
- \_\_\_\_6. Refer to (ad hoc committee) \_\_\_\_\_
- \_\_\_\_7. Return to petitioner with request for a more specific proposal.
- \_\_\_\_8. Return to petitioner with request for additional information and documentation.
- \_\_\_\_9. Return to petitioner because of decision not to docket at this time.
- \_\_\_\_10. Other procedural disposition \_\_\_\_\_

\_\_\_\_\_  
NOTES

**draft of COC**

carol cooper [cooperc1@mac.com]

To dena snowden [dena.snowden@uni.edu]

Date Mon 10/27/2008 1:38 PM

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**2008-2009 UNIVERSITY COMMITTEE MEMBERSHIPS**

Compiled by the University Committee on Committees

Carol Cooper &amp; Melissa Beall, Co-Chairs

The date after each name indicates expiration of the term. The number in parentheses indicates the term now being served; a \* means they are finishing the term of another and this term does not count for succession). The following abbreviations for units and colleges are used: College of Education, ED; College of Humanities and Fine Arts, HFA; College of Natural Sciences, NS; College of Social and Behavioral Sciences, SBS; College of Business Administration, BA; Graduate College, GRAD; Library, L; Non-Voting Faculty, NV. One asterisk \* indicates that elected members are limited to two consecutive terms; two asterisks \*\* indicates that the member is completing an unfinished term, and three asterisks \*\*\* indicates that elected members are limited to three consecutive terms.

Chairperson of the University Faculty (1 yr\*): Jesse Swan HFA, 09 (1)

Chairperson of the Graduate Faculty (1 yr\*): Maureen Clayton NS, 09 (1)

Chairperson of the Teacher Education Faculty (2 yr\*) Becky Hawbaker, ED, 09 (1)

**UNIVERSITY FACULTY SENATE** (3 yr\*): Acts on behalf of the University Faculty on all policy and curricular matters. It meets second and fourth Mondays at 3:15 p.m. to deliberate issues and to chart the direction of the faculty.

Greg Bruess, SBS, 10 (1)

Katherine VanWormer SBS, 09 (2)

Julie Lowell, SBS, 11 (1)

Philip East, NS, 10 (1)

Steve O'Kane, NS, 09 (2)

Douglas Hotek, NS, 11 (1)

Maria Basom, HFA, 10 (2)

Pierre Mvuyekure, HFA, 10 (2)

Jeff Funderburk, HFA, 09 (1)

Jerome Soneson, HFA, 11 (2)

Michele Yehieli, ED, 10 (1)

Donna Douglas, ED, 10 (1)

Mary Salazar Guenther, ED, (09) (1)

Megan Balong, ED 11 (1)

Susan Wurtz BA, 09 (1)

Jerry Smith BA, 11 (1)

Chris Neuhaus, L, 10 (1)

Philip Patton, NV, 10 (2)

David Marchesani, NV, 09 (1)

Ex-Officio: Jesse Swann (Chair of the Faculty)

## ELECTED FACULTY REPRESENTATION ON COMMITTEES

### REQUIRED TO REPORT TO THE FACULTY SENATE

**COMMITTEE ON ADMISSION AND RETENTION** (4 yr): Meets twice each semester to act on applications for readmission and advise concerning policies and proposed programs regarding admission and retention of undergraduate students.

Recayi Pecan, NS, 09 (2)

Carol Weisenberger, SBS, 10 (4)

Bulent Uyer, BA, 12 (1)

Laura Terlip, HFA, 12 (2)

Carol Phillips, ED, 10 (3)

Mary Baumann, (Office of the Registrar)

Kathy Peters, (Center for Academic Achievement)

Dan Schofield, (Office of Admissions)

Doug Mupasiri, (Office of Academic Affairs)

Tim Bakula, (Office of Financial Aid)

Inez Murtha, (Student Support Services)

David Marchesani, (Office of Academic Advising)

**COMMITTEE ON COMMITTEES** (3 yr\*): Presents nominations and conducts elections for University Faculty at-large positions for various university-wide committees. Coordinates college elections for university-wide committees. Meets once each semester. Library representative is always for a one year term and is always the chair of the Library Faculty Nominations and Elections Committee.

Imam Alam, BA, 09 (2)

Taifa Yu, SBS, 10 (1)

Carol Cooper, ED, 10 (1)

Carl Blue, NS, 10 (1\*)

Stephen Gaies HFA, 11 (1)

Chris Neuhaus, L, 09 (1)

At Large:

Melissa Beall, Com Studies, 10 (1)

Otto MacLin, SBS, 09 (1)

**COMMITTEE ON CURRICULA** (3 yr): Reviews undergraduate college curriculum proposals and recommends to the University Senate changes in existing undergraduate curricula. Meets Wednesdays, 3:00-5:00, fall semester odd years, and on call.

Mohammed Rawwas, BA, 09 (1)

Lynn Dykstra, ED, 09 (1)

Flavia Vernescu, 10 (2)

Kenneth Basom, SBS, 10 (1)

Mark Fienup, NS, 11 (5)

At Large:

April Chatham-Carpenter, HFA, 09 (4)

Jan Bartlett ED, 11 (1)

Ex Officio:

Beverly Kopper, Barbara Cutter (Academic

Melissa Beall GRAD, 11 (1)

Affairs)

Melissa Heston, (Director, Teacher Education)

Philip Patton, Diane Wallace (Registrar)

Katherine Martin, (Library)

**EDUCATIONAL POLICIES COMMISSION** (3 yr\*): Researches and reports to Senate issues and implications of broad curricular and educational policies. Meets annually and on call.

Susan Hill, HFA, 09 (1)

Li Jian, SBS, 09 (2)

Melissa Heston ED, 10 (1\*)

Shahina Amin, BA, 10 (2)

J. Ben Schafer, NS, 11 (2)

Susan Moore, L, 09 (1)

At Large:

Megan Balong, Price Lab, 10 (1)

3 students

Ex Officio:

Beverly Kopper, (Academic Affairs)

Philip Patton, (Registrar)

**LIBERAL ARTS CORE COMMITTEE** (3 yr\*): Oversee the university Liberal Arts Core, conduct reviews of the program, and initiate or receive proposals from colleges for changes in the Liberal Arts Core program. Meets several times each semester depending on business.

Ken Baughman, HFA, 09 (2)

Scott Geise, NS, 11 (1)

Donna Hoffman, SBS, 10 (1)

Jerry Caswell, L, 09 (1)

Frank Thomson, BA, 10 (1)

Tony Gabriele, ED, 11 (1)

Senate Appointment:

Philip East, NS 09 (1)

1 student

Ex Officio:

Siobahn Morgan, (Academic Affairs)

Jean Neibauer, (Advising)

Donna Vinton (Academic Assessment)

Lori VanHoorweghe (Learning Center)

Philip Patton, (Registrar)

**STUDENT ACADEMIC APPEALS BOARD** (3 yr\*): Responds to student academic appeals according to procedures outlined for the redress of student grievances in the University Policies and Procedures Manual. All members must be tenured.

Julia Trahan, HFA, 10 (1)

Linda Walsh, SBS, 09 (1)

Shoshanna Coon, NS, 11 (2)

C. David Christensen, ED, 10 (1)

Donna Wood, BA, 11 (2)

4 students

Ex Officio:

Beverly Kopper, (Academic Affairs)

**ADVISORY & LIAISON COMMITTEE TO THE DEPARTMENT OF MILITARY SCIENCE** (3 yr\*): Advises the UNI administrative officer responsible for the ROTC activities and programs on campus. Members are elected at-large from university faculty or appointed by the Senate or the Provost. All members must be in the bargaining unit. Meets once a month.

At Large:

Forrest Dolgener, ED, 09 (1)

Gerald Peterson, L, 10 (1)

Senate Appointed:

Suzanne Riehl, NS, 10 (1)

Katherine Van Wormer, SBS, 10 (1)

Administration Appointed:

Ken Atkinson, HFA, 10 (2)

Robert Dise, SBS, 07 (2)

2 students

**INTERCOLLEGIATE ATHLETICS ADVISORY COUNCIL (3 yr\*):** Serves in an advisory capacity to the intercollegiate athletic program. Meets first Monday each month at 3:15 p.m.

Carlin Hageman, HFA, 10 (1)	1 administrative appointment
Kay Weller, SBS, 11 (1)	2 community representatives
Robert Decker, ED, 10 (1)	2 students
Lisa Jepsen, BA, 11 (1)	2 P&S staff
Eugene Wallingford, NS, 11 (1)	Ex officio:
Mark Jacobson, NV, 10 (1)	Anne Woodrick, (NCAA representative)
	Philip Patton, Diane Wallace (Registrar)
	Christopher Edginton, (HPELS)
	Troy Dannen, (Athletic Director)

**FACULTY STRATEGIC PLANNING COMMITTEE (3 yr\*):** Collects and generates proposals for revision of the Strategic Plan from the faculty; drafts responses to proposed revisions to the Strategic Plan. The proposals and responses generated by this committee would be forwarded to the Faculty Senate for consideration by that body.

Cynthia Coulter, L, 10 (1)	Lauren Nelson, HFA, 09 (2)
Al Hays, SBS, 08 (1)	Gayle Pohl, GRAD, 09 (2)
Nilmani Pramanik, NS, 11 (2)	Becky Hawbaker, ED, 09
	Senate Appointment:
James Mattingly, BA, 11 (1)	Laura Terlip, HFA, 05 (1)

**ADVISORY COMMITTEE FOR THE CENTER FOR THE ENHANCEMENT OF TEACHING (3 yr\*):** Oversees and provides direction for the activities of the Center for the Enhancement of Teaching. Meets each semester or as required.

Hams Isakson, BA, 10 (1)	J. Philip East, NS, 09 (1)
Chris Neuhaus, L, 10 (1)	Senate Appointment:
Rob Boody, ED, 11 (1)	Ex Officio:
Linda Walsh, SBS, 11 (2)	Beverley Kopper, (Academic Affairs)
Phil Fass, HFA, 09 (1)	

**UNIVERSITY FACULTY SENATE BUDGET COMMITTEE (2 yr):** Develops University Faculty Senate positions on university budget issues. Chair of the Library Faculty Budget Committee serves a one year term as representative from the Library.

Frank Thompson, BA, 09 (1*)	Jesse Swan HFA, 09 (2)
Russell Campbell, NS, 10 (1)	
	, L, 08 (1)
Nancy Hamilton, ED, 09 (2)	Senate Appointed:
, SBS, 10 (1)	

**UNIVERSITY WRITING COMMITTEE (3 yr\*):** Reports as needed (and at least yearly) to the Senate on matters relating to writing requirements, writing intensive courses, and interdisciplinary writing

initiatives.

Suzanne Freedman, ED, 11 (1)  
 Douglas Shaw, NS, 11 (1)  
 Jack Yates, SBS, 09 (1\*)  
 Susan Hill, HFA, 10 (2)  
 Ken McCormick, BA, 09 (2)  
 Jerry Caswell, L, 10 (1)

Ex Officio:  
 Karen Tracey, Chair of Writing Program  
 Academic Achievement Writing Program  
 LAC  
 UNISA  
 Beverley Kopper, Academic Affairs

## ELECTED FACULTY REPRESENTATION ON COMMITTEES

### NOT REQUIRED TO REPORT TO THE FACULTY SENATE

**AWARDS COMPETITION COORDINATING COMMITTEE** (4 yr\*): Reviews faculty and student applications for awards that require university (e.g. the president's) nomination. The Committee is made up of five elected members, one from each college. Additional members may be appointed by the Dean of the Graduate College to aid in the consideration of candidates for awards (McElroy Graduate Fellowship). Associate Dean Chairs. Meets in the Spring.

Karen Mitchell, HFA, 12 (2)  
 Laura Stauss, NS, 09 (2)  
 Shahina Amin, BA, 12 (2)

Josh Susskind, SBS, 10 (1)  
 Clare Struck, ED, 10 (1)  
 Michael Licari, (Grad)

**PROFESSIONAL DEVELOPMENT ASSIGNMENT COMMITTEE** (3 yr\*): Recommends recipients of professional development assignments. Meets annually or on call.

Wm. Michael Fleming, SBS, 09 (1)  
 Carl Blue, NS, 11 (1)  
 Amy Rhorberg, HFA, 09 (1\*)  
 Aaron Spurr, ED, 11 (1)

Atul Mitra, BA, 09 (1)

Ex Officio:  
 Michael Licari, (Grad)

**HONORARY DEGREES COMMITTEE** (3 yr): Solicits suggestions for recipients of honorary degrees to recommend to the President of the University.

Sarah Sorenson, BA, 10 (1)  
 John Fecik, NS, 10 (2)  
 Deborah Tidwell, ED, 09 (1)  
 Linda Walsh, SBS, 10 (1)

Joyce Milambiling, HFA, 11 (3)  
 Sue Joseph, (Grad)  
 Patricia Geadelmann, (Dir. of Gov't Rel.)  
 Beverly Kopper, (Academic Affairs)



**GRADUATE COUNCIL** (2 yr\*\*\*): Meets second and fourth Thursdays at 3:30 p.m. Acts on behalf of the Graduate Faculty on all graduate policy and curricular matters. The Council advises the Dean of the Graduate College and is responsible to the Graduate Faculty. No more than one member from any one department.

Lauren Nelson, HFA, 09 (3)	, SBS, 10 (1)
Chris Buckholz , HFA, 10 (1)	Marybeth Stalp, SBS, 09 (1)
John Fecik, NS (10) (1)	Cynthia Coulter, L, 10 (1)
Larry Leutzinger, NS, 09 (2)	Maureen Clayton (Graduate Faculty Chair)
Susan Wurtz, BA, 09 (1)	Ex Officio:
, BA, 10 (1)	Sue Joseph, (Grad)
Jennifer Waldron, ED, 09 (1)	Michael Licari, (Grad)
Sue Etscheidt, ED, (10) (3)	Steve Moon, (Information Technology)

**GRADUATE CURRICULUM COMMITTEE** (3 yr): Study and approve or disapprove all graduate curriculum proposals (courses, degrees, and programs). Must be graduate faculty and college representatives are elected by that college's graduate faculty.

Laura Terlip, HFA, 09 (1)	Donna Douglas, ED, 09 (1)
Atul Mitra, BA, 10 (2)	Jean Gerrath, NS, 11 (2)
Jian Ji SBS, 11 (1)	Jerilyn Marshall, L, 11 (2)
	Ex-Officio
	Michael Licari, Chair
	Becky Hawbecker, Council Teacher Ed Chr
	Pam MacKay, Diane Wallace (Registrar_

**GRADUATE STUDENT ACADEMIC APPEALS BOARD** (3 yr): Responds to student academic appeals according to procedures outlined for the redress of academic grievances in the University Policies and Procedures Manual.

The faculty members shall be tenured with the rank of assistant professor or higher and have regular graduate faculty status. One member should be elected from the graduate faculty of each college for a three-year term. Associate Dean calls the Board when it needs to meet – The chair is chosen at the meeting by the members.

Charles Adelman, HFA (10) (2)	5 students	Ex Officio:
Helen Harton, SBS, (08)		Michael Licari, Grad
Tom Hockey, NS (11) (1)		
Ralph Scott, ED, (09) (1)		
Ken Brown, BA, (11) (1)		

**COUNCIL ON TEACHER EDUCATION** (3 yr\*): Acts on behalf of the Teacher Education Faculty on policy and curricular matters related to teacher education. Must be members of Teacher Education Faculty. Elections conducted by the Council, with only Teacher Education Faculty eligible to vote.

## Secondary

Diana Briggs, BA, 09 (2)  
 Gretta Berghammer, HFA, 09 (1)  
 Lawrence Escalada, NS, 10 (1)  
 Kay Weller, SBS, 09 (1)  
 Ed Leadership, Counseling/Post Second James Stichter, 08 (1)  
 Ed Psychology and Foundations: Katheryn East  
 Professional Education Sequence: Melissa Heston, 09  
 Elementary Ed.: Lynne Ensworth 11 (1)  
 Middle Level Ed: Jean Schneider 10 (1)  
 Early Childhood: Gloria Kirkland-Holmes , 09 (1\*)  
 Special Education: Amy Peterson, 10 (1)  
 Clinical Experiences: Leasha Henriksen 11 (1)  
 Special Areas: Kevin Droeg, 11 (1)  
 Two undergraduate student  
 (One Early childhood/elementary; one middle/high school)  
 One graduate student  
 Two practitioners  
 (One Early childhood/elementary; one middle/high school)

### Ex-Officio:

Becky Hawbaker (Chair Teacher Education Faculty)  
 Melisa Heston, (Director Teacher Ed. or designee.)  
 Philip Patton (Registrar or designee)  
 Bob Frederick (Liaison Career Services)  
 Director of Assessment – Barry Wilson  
 Coordinator 2+2 Program - Donna Schumacher

# **Committee on Scholarly/Creative Activity & Service Report on Service at the University of Northern Iowa**

**October 2, 2008**

Philip Mauceri, Political Science & Committee Chair; Alan Asher, Library; Mark Bauman, Accounting; Jeffrey Elbert, Chemistry; Joel Haack, College of Natural Sciences; Sam Lankford, HPELS; Jerome Soneson, Philosophy & World Religions; Katherine Van Wormer, Social Work.

## **I. Areas of Concern: Criteria, Evaluation & Standards for Service**

The committee strongly believes that service is an important responsibility of faculty at the University of Northern Iowa and an essential aspect of faculty development. The committee also views professional service as a key component of successful faculty governance and a major source of the cultural and intellectual life of the community. As a result, we believe that university citizenship and a culture of service need to be promoted across campus, for the well being of faculty, the university and the community. The committee recognizes that there are a wide range of activities that are considered under the rubric of service at UNI, and believes that faculty in each department are the best judges as to what is appropriate to their professional field. After a preliminary discussion, we reviewed the service sections of PAC procedures from all departments and the service sections of the Faculty Activity Reports used by colleges. In reviewing these documents and in our discussions, the committee identified several areas of concern:

1. Many departments either did not explicitly mention service as a requirement for tenure and/or promotion or provided vague general references.

2. Given the general “lore” that service does not count for much in tenure and promotion decisions, it is not surprising that most PAC procedures lack an explicit mention of how service contributes to professional development.
3. Many PAC documents and Faculty Activity Reports require a mere listing of committees/activities that “count” for service without an elaboration of the effort, time or outcome of such service.
4. The absence of specific benchmarks and definitions of the quantity and quality of service obligations required for tenure and/or promotion.
5. The lack of any mention as to how service activities should be documented for tenure and/or promotion.
6. The unequal burden that falls on women and minorities in the area of service.  
  
As the university strives to ensure diverse representation on committees, women and minorities are likely to be called upon more frequently for service. For instance, with women making up 41 percent of tenured and tenure track faculty at UNI (fall 2007), there is clearly a greater likelihood they will be selected for committees more often than their male counterparts to ensure diversity. In our discussions with Phyllis Baker, Director of the Women’s and Gender Studies Program on campus it was revealed that studies have found women generally spend more time on committee service than their male counterparts; with attitudes on gender roles playing a major role. Given that the current reward structure in tenure and/or promotion traditionally undervalues service, women and minorities are clearly disadvantaged for their service activities.

## **II. Recommendations on Criteria, Evaluation and Standards for Service**

Based on the concerns expressed, members of the committee voiced a strong belief in the need for clearly stated criteria in the area of service with precise language on how service contributes to tenure and/or promotion. The committee also believes that service needs to be more explicitly part of the mix in the tenure and/promotion process. The object of PAC documents in this area should be to provide faculty with transparent and objective guidelines. To address these issues, the committee suggests the adoption of the following recommendations by all Deans and Heads, their inclusion in departmental PAC procedures and where relevant, in university documents pertaining to service:

- All department PACs are encouraged to explicitly state in their procedures that service is considered a requirement for tenure and/or promotion at the University of Northern Iowa.
- The committee strongly believes that service is an important part of the tenure and/or promotion process, and would urge PAC documents to make explicit that service is considered part of the mix when PACs and Heads consider the professional attainments of faculty. In this same vein, we suggest that department, college, and university documents dealing with promotion and tenure provide a general statement regarding the importance of service in professional development and its centrality in maintaining and promoting faculty governance.

- The committee encourages PACs and Heads to focus on the quality of service done by faculty and to move beyond lists of committees and activities. Just as teaching and scholarship evaluations for tenure and/or promotion attempt to assess the contribution of faculty in these areas, we believe the focal point in assessing service should be the contributions of faculty in the area of service.
- The committee urges PACs and Heads provide specific benchmarks and definitions of the quantity and quality of service obligations that are considered important in tenure and/or promotion decisions.
- PAC procedures should clearly explain the evidence required to document service activities, just as teaching and scholarship files include evidence of accomplishments. Such documentation could include letters of evaluation from committee chairs on which faculty have served, certificates of participation, copies of final reports from the committee or the minutes of committee meetings, or copies of media reports about key off-campus events involving a faculty member's participation.
- To address the unequal burden of service that fall on women and minorities in the area of service, the committee urges PACS and Heads above all, to be sensitive to the often heavy burdens borne by minority and women faculty who disproportionately serve on committees, mentor students and engage in other service oriented activities. In practical terms however, the committee suggests that departments address this inequity by a) valuing service when figuring merit pay on an equal basis with teaching and scholarly/creative activity, b) make service activities a greater part of the mix in determining

tenure and/or promotion, and c) adoption of the idea of Alternative Assignment Portfolios (AAPs), proposed in the committee's earlier report on scholarly and creative activities, to provide alternative portfolios for tenured Associate Professors. This would allow those faculty with tenure to not be disadvantaged if they choose to focus more of their efforts in the area of service.

### **III. Impediments to Service at UNI and Recommendations for Change**

In discussing the role of service at UNI, the committee explored the challenges and difficulties that faculty face that might explain the generally low ranking given to service obligations. What follows are some of the key impediments the committee focused on and recommendations on ways by which these impediments can be reduced.

1. **Downplaying service obligations by Heads, PAC and other faculty:** Many junior faculty members are told either explicitly or implicitly that service should not be a priority for tenure and promotion, and should therefore be minimized. The message is reinforced by the unclear expectations and criteria for service obligations in PAC procedures. The committee believes that if first year faculty engage in no service and service obligations are kept to a minimum during their probationary period, service will be viewed as a burden later on, making it more difficult to develop a "culture of service" that will remain with faculty throughout their careers.

**Recommendation:** All members of the faculty during their first year of probationary status should be expected to do service and be judged on this criteria by the PAC as a way to instill and maintain a sense of professionalism and community in the university. The committee believes this is essential if a culture of service is to be inculcated in faculty.

2. **Poorly organized committees and meetings without clear objectives:** Faculty often associate “service” with committees that have poorly defined goals with little impact on the running of the university. Time is seen as eaten up by a “black hole” of service commitments that produce either no impact on the university, or else a miniscule result in comparison with the time dedicated to meetings.

**Recommendations:** Standing committees should produce annual reports of their accomplishments that are widely circulated throughout their respective colleges or the university. Ad-hoc committees should produce a final report that is made available to the university community. Committees should explore the usefulness of a web page link that provides updated information on committee activities. In addition, a review of college and university committee structures should take place on a regular basis, focused on improving the efficiency and effectiveness of committees on campus and phasing out committees whose tasks can be more effectively done through other means.

3. **No tangible rewards for service:** Aside from a bit more merit pay, there is no clear reward structure for doing service, let alone for developing a sustained commitment to service.



**Recommendations:** Departments should think creatively about incentives and rewards for faculty who excel in the area of service. Measures ranging from formal recognition and appreciation during department meetings or other events to departmental awards in recognition of service (perhaps involving special fund raising coordinated with the Foundation), should be considered. Moreover, the committee suggests that the distribution of merit should provide for an equal valuation of service with research and teaching, as a way to emphasize to faculty the importance of service. As was noted in the scholarly/creative activity report issued by this committee earlier, we recommend the idea of Alternative Assignment Portfolios (AAPs) to provide alternative portfolios for tenured Associate Professors. The committee believes this system will encourage greater service among faculty by leaving open the possibility of promotion to full professor based in part on exceptional performance in the area of service.

4. **The Competency Gap:** As with research and teaching, engaging in service requires a specific set of skills, particularly inter-personal skills and knowledge of how a modern university functions. Faculty who are deficient in these skills are often sidelined in the service area, as Heads and Deans turn towards more “effective” faculty to engage in service tasks. This in turn results in an unequal distribution of the service load in units.

**Recommendations:** Just as the university offers support to improve scholarship/creative activity and teaching, the committee believes UNI should address the competency gap by offering greater support for faculty in the area of

service. Faculty development in this area could be coordinated by the new Center for Teaching and Learning and involve workshops on such topics as how the university works, issues in higher education or managing committee meetings. The committee believes that since competency in the area of service depends upon inter-personal, communication and management skills, much like teaching effectiveness, the new Center might be the place where remedial efforts and mentoring of faculty in these areas would occur.

5. **Declining Community Identity:** Social scientists have noted for sometime now the decline of “social capital” in the US, and a concomitant growth in individualist orientations and atomistic behaviors. Among faculty this means a decline in institutional loyalty and a growing focus on their own agendas and career paths. The appeal to service as an obligation to the university community clearly has less resonance with such faculty.
6. **Burn Out:** Senior professors may justify avoiding service obligations by noting that a) they have already done their “fair share” b) issues are viewed as the same dealt with earlier in their careers and no improvements are possible c) a disconnection with the university in general takes hold as they move into an unofficial early phased retirement period.

**Recommendations for points 5 & 6:** The committee strongly believes that a commitment to service cannot be fostered without maintaining a strong sense of

being part of a larger community working toward common goals. Greater efforts need to be undertaken here, both for junior and senior faculty, based on extending networking opportunities, friendships and collaborative intellectual dialogues and projects. At the most basic level, more “space” needs to be created where faculty can interact freely. This can range from a common faculty lounge or dining space on campus (which was phased out a decade ago) where faculty can meet informally, network and socialize to more organized activities targeted for the professional development of faculty at all levels.

#### **IV. Conclusion**

With the completion of this report, the Committee on Scholarly/Creative Activity and Service has concluded its mission. We believe there are serious deficiencies in the way service is currently promoted and evaluated and urge serious consideration of our analysis and recommendations. Our purpose here is to present to administrators and faculty across campus with what we see as the main problems and challenges in the area of service as a starting point for serious discussions and changes that can enhance the academic life of the university and contribute to faculty development.